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ABSTRACT

This document contains 19 lesson plans that can be used for career awareness activities in third grade. The lessons were developed by teachers and submitted as part of the Florida Blueprint for Career Preparation. The lesson plans include a topic, materials and information needed, and directions for activities. Lesson plans are designated by subject area; most of the activities fall into the language arts, social studies, and mathematics areas. Some of the topics in this unit include the following: money-related careers in mathematics, a school musical, "no bugs, please," a newspaper activity, research, celebrity readers, clothing, occupational alphabet, matching tasks to people, career choices, career clusters, mathematics story problems, fact or fiction, a self-survey, astronauts, cosmetologists, pantomimes, the solar system, and at home on the job. (KC)

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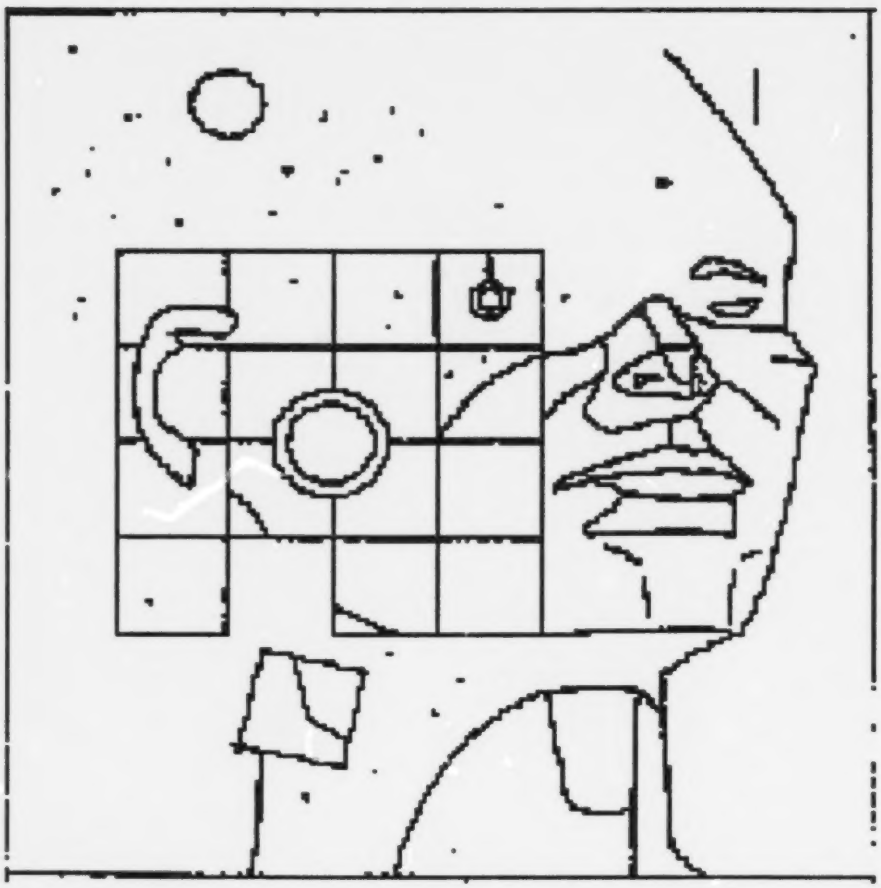
BEST PRACTICES IN CAREER DEVELOPMENT

ACTIVITIES FOR THIRD GRADE



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A Supplement to the Blueprint for Career Preparation

CE 063 303

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Florida Department of Education
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From ideas submitted by Florida's classroom teachers

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MATHEMATICS
THIRD GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Money-Related Careers in Mathematics

MATERIALS/INFORMATION NEEDED:

Speaker from a local bank

ACTIVITY:

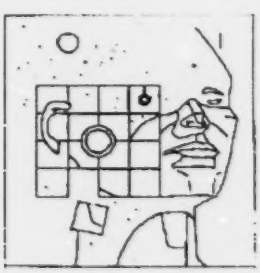
Have a banking representative come to the classroom following a unit on money. The speaker should relate the money unit to banking, including the importance of using money accurately.

The speaker should acquaint the students with the various jobs people have within the bank and the qualifications and training needed for each job.

A field trip to the bank should be arranged so that students can see the various aspects first hand.

CONTRIBUTED BY:

Third Grade Teachers, Sun 'n Lake Elementary School, Highlands County



MUSIC
THIRD GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

A School Musical

MATERIALS/INFORMATION NEEDED:

Use the Elementary Career Development Competencies to assist in the development of an original script.

ACTIVITY:

This activity uses the theme of growing up and entering a career to create an original 45 minute musical. Backdrops are slides of career people at their work sites projected behind the students who are dancing and singing.

a. Enlist the assistance of parents and volunteers to help with choreography, costume designs, set designs and career slide backdrops.

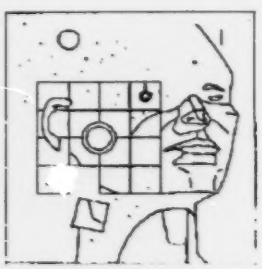
b. Develop the theme and select the music to tie in with an evolving script. "Growing Up Great" was the musical title used at Keeth Elementary.

c. Produce and present the musical.

d. Allow students to present elements of the musical to groups in the community.

CONTRIBUTED BY:

Virginia Vrichko, Keeth Elementary School, Seminole County



LANGUAGE ARTS
THIRD GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

"No Bugs, Please"

MATERIALS/INFORMATION NEEDED:

Exterminator to speak to the class (optional)
"No Bugs" Activity Sheet (provided)

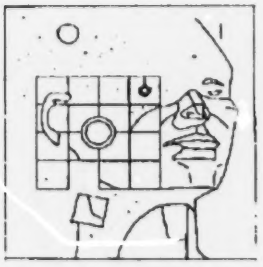
ACTIVITY:

As a follow-up to having an exterminator or pest control officer visit the classroom, distribute the "No Bugs" activity sheets.

A discussion of the role of an exterminator could substitute for the guest speaker.

CONTRIBUTED BY:

Broward District Schools, Career Education Department, "Footsteps to the Future."



"No Bugs"

Name: _____

Directions: Read the story and answer the questions.

Mr. Smith is an exterminator. His job is to prevent disease and damage by keeping insects, rodents, and other animals from destroying buildings and property. He inspects buildings for pests and applies chemical pesticides to destroy pests.

1. Who is Mr. Smith?

2. What is Mr. Smith's job?

3. How does Mr. Smith perform his job?

4. Do you know an exterminator?

INTEGRATED UNIT
THIRD GRADE

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

A Newspaper Activity

MATERIALS/INFORMATION NEEDED:

Daily newspaper "Help Wanted" section

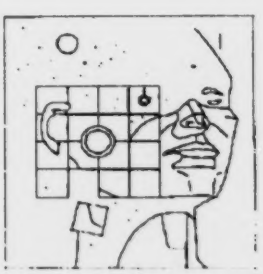
ACTIVITY:

Provide each group of students with the "Help Wanted" section of the newspaper. Have them find information about the jobs offered such as -

- What kinds of jobs were listed?
- What educational background is needed?
- What type of training is needed?
- Are the jobs part- or full-time?
- What salary is listed?
- What jobs require working inside or outside?
- What jobs provide services?
- What jobs make things or sell things?

CONTRIBUTED BY:

Volusia County Schools



LANGUAGE ARTS
THIRD GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Researching the Possibilities

MATERIALS/INFORMATION NEEDED:

Library reference material, stationery

ACTIVITY:

a) Webbing Activity - Given the word "careers" on the chalkboard, children will identify as many careers as possible using prior experience.

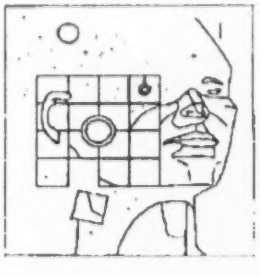
b) Research Activity - Each child should choose a career he/she is interested in learning about. Group the children according to their interests. Each group will visit the library and research their career or career cluster.

c) Process Writing Activity - The children should take the information they have obtained from the library and write a report which will be presented to the class.

d) Friendly Letter/Interview Activity - The children will write letters to people involved in the careers they have researched and invite them to come for a career day at the school. The children will prepare any questions they might have for each participant.

CONTRIBUTED BY:

Allison Davis, Melinda Devlin, and Debbie Durrance, Lake Country Elementary School, Highlands County



LANGUAGE ARTS
THIRD GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Celebrity Readers: Reading in Careers

MATERIALS/INFORMATION NEEDED:

Community Celebrities

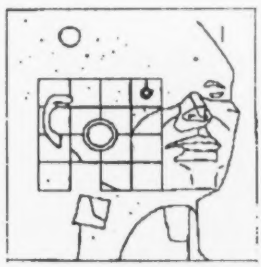
ACTIVITY:

This began as an activity for a gifted class. However, it would work well for any class to encourage students to master reading by associating with positive and successful role models.

Invite a local celebrity from the community to visit your class to read a children's book to the students. Possible speakers may come from the local radio or television station, a real estate office, a department store, the theater, the supermarket, the police or fire department, the hospital, or the education community. A discussion about the book and how the celebrity uses reading in her/his chosen career allows the celebrity to interact with students formally. The celebrity may share how reading for pleasure differs from the type of reading the celebrity does on the job. The celebrity may share some specifics about his/her career.

CONTRIBUTED BY:

Patty Goldman, Sabal Point Elementary School, Seminole County



BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

Clothes Make the Person

MATERIALS/INFORMATION NEEDED:

Magazines

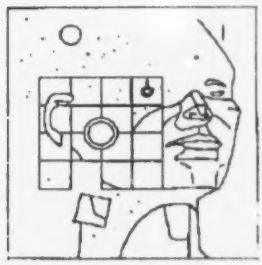
ACTIVITY:

Explain that many occupations require special clothing for protection or for identification. For example, a fireman wears boots for protection.

Each student should find a picture of a worker wearing special clothing. Students should pretend that they are that worker and write a first person narrative explaining why that clothing is necessary for the job.

CONTRIBUTED BY:

Volusia County Schools



INTEGRATED UNIT
THIRD GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Occupational Alphabet

MATERIALS/INFORMATION NEEDED:

Activity Sheet (provided)

ACTIVITY:

Distribute activity sheets and have students complete them.

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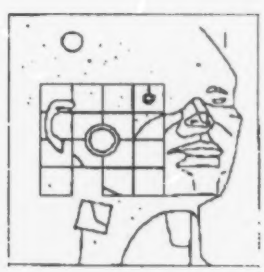


Name:_____

OCCUPATIONAL ALPHABET

Directions: Write a career for each letter of the alphabet. Then, write a sentence that tells something about each career.

Example: A - Artist - The artist uses a paint brush.
B - Baseball player - A baseball player usually can run fast.

A _____ _____
_____

B _____ _____
_____

C _____ _____
_____

D _____ _____
_____

E _____ _____
_____

F _____ _____
_____

G _____ _____
_____

H _____ _____
_____

I _____ _____
_____

J _____ _____
_____

K _____ _____
_____

L _____ _____
_____

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

SOCIAL STUDIES
THIRD GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Me or We: Matching Tasks to People

MATERIALS/INFORMATION NEEDED:

Heavy objects
Shoes with laces

ACTIVITY:

This activity actively demonstrates individual versus team skills matched with certain tasks. Responsibilities vary with the group endeavor versus the individual effort. Students become acquainted with behaviors that are appropriate in different work situations found in most careers. Assign students to groups.

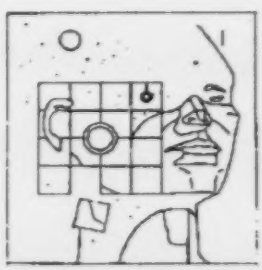
a. Have a team move a heavy object across the room.

b. Have a team tie a shoelace, or you may provide your own examples.

c. Identify with the class other examples of tasks that are best performed by a team versus tasks best performed by an individual. Describe how behaviors were different in each of the assigned tasks. What are some team behaviors that differ from the way one behaves when individually responsible for task. Relate what has been learned to routine tasks found in a career.

CONTRIBUTED BY:

J. Adkins, C. Barolet, M. J. Brackett, M. Esler, E. Manfred, J. Maxwell, J. Mizerak, C. Robinson, D. Stanton and J. Hubek, Orange County, Florida



BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

Career Choices

MATERIALS/INFORMATION NEEDED:

Activity cards. (Suggestions are provided.)

ACTIVITY:

Put activity cards in a box at a writing center. Have students choose a card to write on the activity of his or her choice. This can also be used as a class discussion or as a group activity.

CONTRIBUTED BY:

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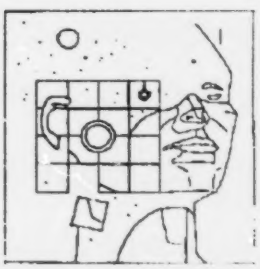


Suggestions for Activity Cards

List all the careers you can that start with a certain letter (A, B, C, D, E, etc.)	List all the careers you can think of that require work at night.
Write about a career related to the theater.	Write about a career that is associated with government.
Write about someone who works with medicine.	Write about a job that requires the worker to be off the ground.
Write about how the climate can affect a career.	Write about the goals you need to accomplish for the career you would like.
Write about a career you can only have near the ocean.	Write about a career you can only have in a forest.

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

Career Clusters

MATERIALS/INFORMATION NEEDED:

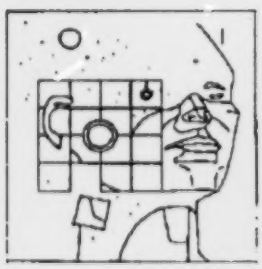
Career Clusters Activity Sheet (provided)

ACTIVITY:

Distribute activity sheets.

CONTRIBUTED BY:

Broward District Schools, Career Education Department, "Footsteps to the Future."



Name: _____

Career Clusters

Directions: Write the words from the lists below under the correct heading.

police officer	teacher	banker
hotel manager	housekeeper	tailor
pilot	mechanic	fire fighter
traffic engineer	automobile mechanic	navigator
waitress	real estate agent	secretary
judge	cosmetologist	accountant
teller	computer operator	receptionist

Public Service Careers

1. _____
2. _____
3. _____
4. _____
5. _____

Business and Office Careers

1. _____
2. _____
3. _____
4. _____
5. _____

Personal Service Careers

1. _____
2. _____
3. _____
4. _____
5. _____

Transportation Careers

1. _____
2. _____
3. _____
4. _____
5. _____

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

Mathematics Story Problems

MATERIALS/INFORMATION NEEDED:

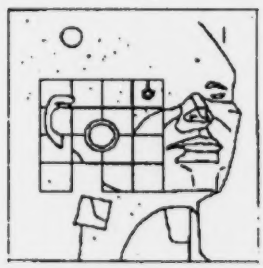
Activity Sheet (provided)

ACTIVITY:

Distribute activity sheets for students to complete. Discuss the occupations mentioned in the problems.

CONTRIBUTED BY:

Broward District Schools, Career Education Department, "Footsteps to the Future."



Mathematics Story Problems
Activity Sheets

Name: _____

Directions: Write the number problem and solve the problem.

1. Joe, an electrician, put 70 outlets on the first floor of the office building and 53 outlets on the second floor of the building. How many outlets did Joe put in all together?

2. Joan, a travel agent, is planning a trip for a group of students. In order to get a group rate, she needs to have 55 students go on the trip. So far, 42 students have signed up to go. How many more students need to sign up so that Joan can get a group rate?

3. Mrs. Smith, a cab driver, is going to the airport. It is 28 miles to the airport. She picked up a passenger after she had driven 12 miles. How many more miles does Mrs. Smith need to drive to get to the airport?

4. Betty, an author, is writing a story. She has finished two chapters. The first chapter has 15 pages. The second chapter has 21 pages. How many pages has Betty written in all?

5. Carla, a marine biologist, is counting the guppies just born. In one tank, there are 28 guppies. In another tank there are 33 guppies. How many guppies are there in all?

6. Nick goes to Mike, a hair stylist, every month to get a hair cut. Nick's haircut costs $12. He has $15 in his wallet. How much money will he have left after he pays for his haircut?

7. Suzy, a bricklayer, has 68 bricks in a box. She has used 21 bricks so far to build a wall. How many bricks are left in the box?

8. Barry, a florist, was making a flower arrangement for a wedding. He used 36 roses and 12 daisies in the arrangement. How many flowers did Barry use all together?

9. Rose, a dairy farmer, has 47 cows. She milked 32 cows before breakfast. How many cows are left to be milked?

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

Fact or Fiction?

MATERIALS/INFORMATION NEEDED:

Activity Sheet (provided)

ACTIVITY:

Distribute the activity sheet. Discuss the occupations listed.

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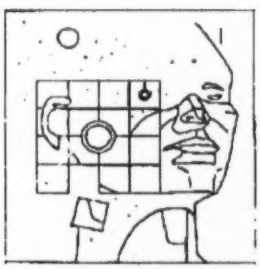


Fact or Fiction
Activity Sheet

Name: _____

Directions: Read each paragraph and choose the sentence that tells what really can happen.

The veterinarian had an emergency. A kitten had broken its leg. The kitten's leg had been caught in a closet door. The veterinarian set the kitten's leg. The veterinarian used bubble gum for the cast. The kitten said, "Thanks so much, doc." After the veterinarian was finished, the kitten rested on a pillow in a cage.

What could really happen?

1. The kitten said, "Thanks so much, doc."
2. The veterinarian set the kitten's leg.
3. The veterinarian used bubble gum for the cast.

The astronauts were preparing for takeoff. They were checking out all the equipment. The gas tank was showing empty. The astronauts decided to use soda to fill the gas tank. The four tires were flat and the astronauts pumped air into three of the tires. When all repairs were made, the astronauts were ready for blastoff.

What could really happen?

1. The gas tank was filled with soda.
2. Only three tires were pumped up.
3. The astronauts were checking out all the equipment.

The supermarket cashier looked at the long line of shoppers. The cashier was tired and didn't want to check out one more item. A shopper with a fully shopping cart began to unload groceries from the cart. The bread hopped onto the scanner and shouted, "I cost 69 cents!" The apples rolled across the moving belt and into the bag. The cashier rang up all the items and totaled the bill.

What could really happen?

1. The cashier rang up all the items and totaled the bill.

2. The bread hopped onto the scanner and shouted, "I cost 69 cents!"

3. The apples rolled across the moving belt and into the bag.

The cellist studied music for many years. She played for a large orchestra as part of the string section. One the day of a big performance, her cello danced across the family room. The bow floated overhead to the song on the ghetto-blaster. The cellist packed the cello and bow up and went to the theater.

What could really happen?

1. She played for a large orchestra as part of the string section.

2. The cello danced across the family room.

3. The bow floated overhead to the song on the ghetto-blaster.

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

A Self Survey

MATERIALS/INFORMATION NEEDED:

Self survey (use any available interest survey)
Pencils, newsprint, crayons, film and camera
"Free to be You and Me" filmstrips and record
filmstrip projector and record player (optional)
Situation task cards (some conflicts provided)

ACTIVITY:

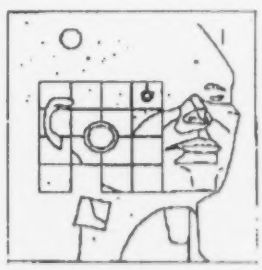
This activity encourages students to become aware of differing personal characteristics and how to reduce conflicts that may result among people.

a. Assist students as they complete the self survey. Have students then choose a friend with whom they share their answers.

b. Take pictures or have students draw self portraits to illustrate we are made up of both differences and common characteristics.

c. Show filmstrip if available. Make students aware that many differences exist between and among students both in preferences, opinions etc. as well as in outward appearances. Stress that we are each unique and should be proud to be ourselves. It is also comforting to share unity in being alike in many ways.

d. After pointing out that our unique characteristics sometimes cause conflicts with others, have students volunteer to role-play a suggested conflict situation in front of the class. Teacher may lead discussion to find ways to reduce conflict. Request that students try to remember some of the



conflict solutions and apply them the next time a conflict occurs with their siblings or friends. Examples of conflict situations that relate to preference on the self survey are provided.

CONTRIBUTED BY:

Career Education Staff, Orange County District Schools

CONFLICT SITUATIONS TO ROLE PLAY

Stress that one's preferences, emotions and feelings such as anger, embarrassment and loyalty are natural and neither good nor bad. The behaviors that one chooses to follow the feelings may be unacceptable and this is something the student can control.

1. A student wears a shirt with an unusual pattern and color. Other students laugh and call it a "clown shirt." The student's friends rush in to defend him/her: tempers begin to flare.

2. A student loaned his notes on a project to another student who was absent. That student copied not only the notes on the project, but also the first student's entire project. The teacher praised the second student who had been absent. The first student felt betrayed and angry, but was reluctant to tell the teacher. He decided he would have to fight the second boy to teach him a lesson.

3. The coach always wanted students to play like a teams in sports like basketball and volleyball. One student was always reluctant to participate and pouted if other students remarked about his/her performance. He/she asked to be let alone, refused to try and usually caused the team to lose. The team was disgusted and wanted to take their anger out on the uncooperative teammate.

4. It had rained all week, so students had not been able to be outdoors. Some students were frustrated and refused to participate in the indoor play activities. This caused the activities to be canceled and other students resented those who refused to participate and blamed them for the cancellation. Friction was mounting between students from each group.

5. One student always appointed him/herself in charge of every activity. Others were intimidated by such boldness and aggressiveness and secretly wanted to lead the activities themselves. Instead they quietly grew to despise the self appointed "leader".

6. A substitute teacher replaced the regular teacher who was quite ill for a week. Some students were unhappy and complained about the substitute teacher. Others liked having a change of instructor once in a while. The unhappy students misbehaved in the belief their regular teacher would have to return sooner.

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

Astronauts

MATERIALS/INFORMATION NEEDED:

Pictures, books, magazines, filmstrips, and models

Suggested Books:

I Can Be An Astronaut - June Behrens
If You Were An Astronaut - A'nah L. Moche

ACTIVITY:

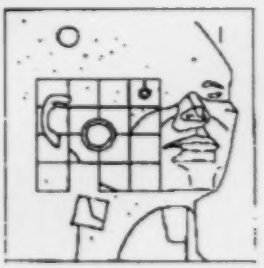
In this activity the students will develop an awareness of astronauts and their responsibilities.

1. Read a book on astronauts (ex. I Can Be An Astronaut). Make a fact chart about astronauts with the children.

2. Make astronaut helmets from plastic milk jugs or white paper bags and colored acetate.

3. Make the space shuttle and boosters from paper tubes. Stuff holes with tissue paper so it looks like the shuttle is taking off.

4. Tie weights to children's feet to simulate a space walk. Chart how it feels to walk in space. Discuss gravity.



5. Make a crayon resist of the space shuttle in orbit. Write about what they would see or do.

6. Children can place geometric paper shapes together to form the shuttle. Add details with crayons. Have children write about their picture.

7. Build a mock space shuttle from boxes to dramatize various roles of an astronaut. Let children paint the shuttle.

8. Make a class book - Each child writes and illustrates, "If I Were An Astronaut, I would..."

CONTRIBUTED BY:

Pam Lee, Edith Lee, Sue Schmidt, and Jan Hotchkiss, Littlewood Elementary School, Alachua County

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

Cosmetologists

MATERIALS/INFORMATION NEEDED:

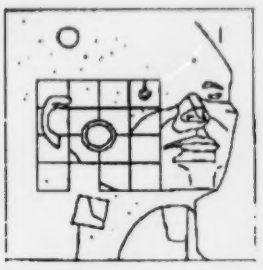
Guest speaker (optional)
"Cosmetologists" Activity Sheet (provided)

ACTIVITY:

Invite a beautician to speak to the class about his or her occupation. Distribute the "Beautician" activity sheets.

CONTRIBUTED BY:

Broward District Schools, Career Education Department, "Footsteps to the Future."



Name _____

Directions: Read the story and answer the question.

Cosmetologists

Cosmetologists wash, cut, trim, curl, and style hair. They use different tools. Some of these tools include scissors, clippers, razors, curlers, blow-dryers, and curling irons. Cosmetologists must be skillful with their fingers and hands. They must be careful while using all their tools and equipment so they do not hurt people or themselves.

Which sentence best tells the <u>main idea</u>?

A. They must be careful while using all their tools and equipment so they do not hurt people or themselves.

B. Some of these tools include scissors, clippers, razors, curlers, blow-dryers, and curling irons.

C. Cosmetologists wash, cut, trim, curl, and style hair.

D. Cosmetologists must be skillful with their fingers and hands.

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

Career Pantomimes: The Mime is Mine

MATERIALS/INFORMATION NEEDED:

Chart paper
Markers
Scissors

ACTIVITY:

This activity helps students understand the importance of roles and functions of community workers.

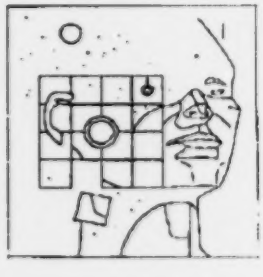
a. Imagine that a Martian lands and questions the student about what kinds of jobs people perform on Earth. The teacher lists jobs as each student suggests one. Awareness of careers and their important contributions can be encouraged by questions about what careers:

Can be found outdoors.
Require you to use your hands.
Would employ handicapped workers.
Employ government workers.
Are seasonal in nature.
Use map skills, communication skills, art skills, etc.
Require a college degree.
Require safety gear to be worn.
Are involved in the operation of a school.

b. Cut strips with a career named on each strip. Students select one and pantomime the career for the rest of the class to guess.

c. Students may perform the pantomime for their parents after school. Parents may guess the career. Students may share why that career is important.

d. Students may practice alphabetizing the career strips.



CONTRIBUTED BY:

Career Education Staff, Orange County District Schools

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

The Solar System: Working Together

MATERIALS/INFORMATION NEEDED:

Coat hangers
Patterns of planets
Crayons, markers, yarn, scissors

ACTIVITY:

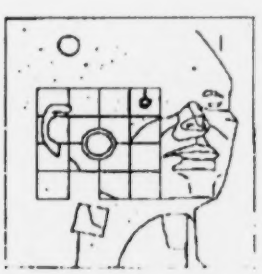
This is a good activity to help students integrate what they know about the solar system after work on this topic in class. This lesson provides practice in performing in a team setting to complete a multi-step task. Team strategies may be discussed prior to initiating the activity (everyone plans together, drafts the plan, involves everyone at some point in the project, etc.).

a. Divide students into small groups. Have students make a model of the planets in order from the sun.

b. Hang mobiles in the classroom.

c. Discuss how groups worked together to make the mobile.

d. Students may act as a planet moving through space while keeping the same relative distance from the sun. Tie knots in a rope or heavy string for the children to hold as their planet revolves around store. The Sun to show control exerted by gravity. A memory aid could be developed and charted or song as the planets move.



BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

A Web of Responsibilities: At Home on the Job

MATERIALS/INFORMATION NEEDED:

Newsprint, pencils, chalk, chalkboard
Web model

ACTIVITY:

This activity develops awareness of the meaning of individual responsibility and relates responsibilities students have now with the responsibilities they will assume in their future careers.

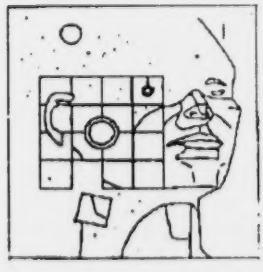
a. Point out that jobs and careers all have education and training programs that may be unique to each occupation, but some skills are needed in most occupations. Discuss the skills, teachers needs to do a good job. Build a web on the chalkboard as these skills or responsibilities are identified. Now give students the newsprint and pencils and send students to groups in assigned areas of the classroom.

b. Instruct students in their groups to weave a web of their chosen career.

c. Share the students' webs and identify common skills needed by all workers if they are to do a good job.

CONTRIBUTED BY:

Career Development Staff, Orange County, Florida



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